

NORTH DISTRICT MIDDLE

P O Box 368
Varnville, SC 29944

GRADES	7-8 Middle School	
ENROLLMENT	466 Students	
PRINCIPAL	Hannah B. Priestester	803-943-3507
SUPERINTENDENT	Dr. Terry O. Pruitt	803-943-4576
BOARD CHAIR	Mr. Eugene Jenkins, Jr.	803-943-0547

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	18	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

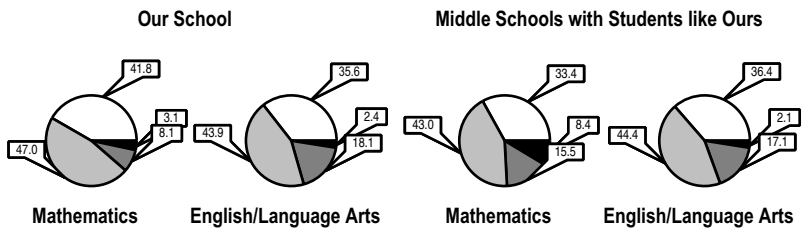
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	424	100.0	35.6	43.9	18.1	2.4	28.3	Yes	Yes
Gender									
Male	214	100.0	44.1	41.2	12.8	1.9	20.9		
Female	210	100.0	27.1	46.7	23.3	2.9	35.7		
Racial/Ethnic Group									
White	179	100.0	28.7	42.7	24.2	4.5	37.6	Yes	Yes
African-American	244	100.0	40.9	45.0	13.2	0.8	21.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	371	100.0	29.5	47.4	20.3	2.7	32.0		
Disabled	53	100.0	78.8	19.2	1.9	0.0	1.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	424	100.0	35.6	43.9	18.1	2.4	28.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	424	100.0	35.6	43.9	18.1	2.4	28.3		
Socio-Economic Status									
Subsidized meals	262	100.0	43.6	44.4	10.4	1.5	18.9	Yes	Yes
Full-pay meals	162	100.0	22.8	43.2	30.2	3.7	43.2		

Mathematics - State Performance Objective = 15.5%									
All Students	424	100.0	41.8	47.0	8.1	3.1	22.1	Yes	Yes
Gender									
Male	214	100.0	45.0	42.7	9.5	2.8	19.4		
Female	210	100.0	38.6	51.4	6.7	3.3	24.8		
Racial/Ethnic Group									
White	179	100.0	33.1	48.9	14.0	3.9	31.5	Yes	Yes
African American	244	100.0	48.3	45.5	3.7	2.5	15.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	371	100.0	35.5	51.8	9.2	3.5	25.2		
Disabled	53	100.0	86.5	13.5	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	424	100.0	41.8	47.0	8.1	3.1	22.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	424	100.0	41.8	47.0	8.1	3.1	22.1		
Socio-Economic Status									
Subsidized meals	262	100.0	47.1	46.3	5.0	1.5	15.8	Yes	Yes
Full-pay meals	162	100.0	33.3	48.1	13.0	5.6	32.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	211	99.5	34.2	45.6	18.1	2.1	20.2
	Grade 8	226	100.0	27.5	58.0	13.5	1.0	14.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	237	100.0	33.8	46.8	18.6	0.8	19.4
	Grade 8	187	100.0	38.0	41.2	16.6	4.3	20.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	211	99.5	35.6	51.5	9.3	3.6	12.9
	Grade 8	226	100.0	33.8	55.1	8.7	2.4	11.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	237	100.0	43.5	45.1	7.6	3.8	11.4
	Grade 8	187	100.0	39.6	49.7	8.6	2.1	10.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 466)				
Students enrolled in high school credit courses (grades 7 & 8)	12.2%	Down from 15.3%	13.4%	14.6%
Retention rate	4.6%	Up from 4.0%	4.1%	3.0%
Attendance rate	94.7%	Up from 94.4%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.7%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.3%		6.5%	5.3%
Eligible for gifted and talented	4.8%	Down from 5.6%	13.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.0%	Down from 13.9%	15.3%	13.9%
Older than usual for grade	10.9%	Up from 10.8%	5.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 2.3%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	30.0%	Up from 24.1%	48.0%	48.7%
Continuing contract teachers	96.7%	Up from 96.6%	81.6%	81.7%
Highly qualified teachers**	95.2%	N/A	91.9%	90.4%
Teachers with emergency or provisional certificates	3.4%		3.9%	5.3%
Teachers returning from previous year	90.9%	Up from 86.6%	84.1%	85.1%
Teacher attendance rate	91.8%	Down from 92.8%	94.8%	94.8%
Average teacher salary	\$39,557	Up 1.6%	\$39,090	\$40,566
Prof. development days/teacher	10.1 days	Up from 6.9 days	10.2 days	11.0 days
School				
Principal's years at school	9.0	Up from 7.0	4.0	3.3
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.2 to 1	20.9 to 1	21.3 to 1
Prime instructional time	84.9%	Down from 86.5%	89.0%	89.3%
Dollars spent per pupil*	\$5,474	Down 14.5%	\$5,549	\$5,821
Percent of expenditures for teacher salaries*	63.0%	Up from 62.6%	62.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	64.2%	Up from 57.0%	94.0%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	100.0%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North District Middle School had a good year in spite of the many setbacks; however, we do not dwell on the adversities, but we use them as stepping-stones to reach higher goals. Dedication, perseverance, and team play are words one will hear frequently around North District Middle School.

North District Middle continues to boast of a dedicated staff. Teachers, staff members, and parents labor long and hard to get the job done. We keep an open mind for new methods, techniques, and available resources that will aid our students, enhance the learning environment, or better equip our teachers or staff for the job.

We persevere. We do not believe in quitting or giving up. We are not where we desire to be academically as measured by the state's standards, but we know that we have a good staff and students who exceed not only state but also national standards. Nevertheless, we continue to strive and research for new ideas, strategies, and resources to soar above and beyond.

We are team players. We believe in participation, cooperation, and collaboration. No one of us can do it alone. We look to the nation, state, district, community, and parents for help in our endeavors. Every student that leaves NDMS adequately prepared for the high school in terms of character and academics is a valuable asset not only to the home, community, and state but also to the nation.

Hannah B. Priestler, Principal
Joan Gallagher, PAC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	182	98
Percent satisfied with learning environment	74.2%	63.5%	76.0%
Percent satisfied with social and physical environment	74.2%	68.3%	69.8%
Percent satisfied with home-school relations	53.3%	80.6%	61.5%

*Only students at the highest middle school grade level at this school and their parents were included.